

Indiana Classroom Guidance Lessons for the Learn More Indiana Student Success Mini-magazines

These supplemental lessons can be used while going through the Student Success Min-Magazines provided to the schools courtesy of the Learn More Resource Center and the Indiana Department of Education.

Kindergarten

Be a Career Explorer, p. 7

- Start a discussion about different career choices. You may want to start by talking about the job of a teacher and others who work in the school.
- Ask if any of them know where mom or dad works and if not, encourage them to go home and ask.
- Discuss other options (you may want to have pictures of different professionals i.e. police officer, fireman, banker, etc.)
- Ask students to draw a picture of someone working. Discuss how school will help prepare them for a job.

Healthy Bodies, Healthy Minds, p. 9

- Begin to discuss decision making as you talk about healthy bodies and minds.
 - What are some good choices we can make?
 - What are some bad choices we can make?
 - Trusted adults give us healthy choices to choose from.
 - Who are the trusted adults in your lives?
 - Healthy decisions don't harm anyone.
- Let's talk about some decisions and you tell me if they go on the helpful or harmful side of the board.
 - Your dad wants you to put on your coat before going outside because it's rainy and cold.
 - Your teacher offers you a treat of raisins or candy. Which is healthier?
 - Your big sister asks you to hold her hand before you both cross a busy street.
 - The school bus driver asks you to stay in your seat while the bus is moving.
 - A woman on the street wants to give you candy.
- Now let's put some action to our choices....
- This game is like Simon Says. In Simon Says you only do the actions that begin with Simon Says. In this game you only do the actions that are healthy decisions. So stop and think, "is this a healthy decision?" if it is a healthy choice, stand up. If the action is a harmful decision

then sit real still and be real quiet so I know you don't want to make that decision.

- Here are the decisions:

Smile at a Friend

Read a book

Wash your face

Brush your teeth

Wear a coat when it's cold

Wash your hands

Eat a cookie you found on the floor

Eat 5 pieces of candy

Run in the school Hallway

Run on the playground

Drink milk

Eat fruits and vegetables

Ride your bike

Watch TV all night

- If time allows, talk about healthy food p. 10.

Grade 1

Picture Page, p. 6

- Start a discussion about different career choices. You may want to start by talking about the job of a teacher and others who work in the school.
- Ask if any of them know where mom or dad works and if not, encourage them to go home and ask.
- Discuss other options (you may want to have pictures of different professionals i.e. police officer, fireman, banker, etc.)
- Ask students to draw a picture of someone working.
- Discuss how school will help prepare them for a job. Encourage students to take their pictures home to share with their parents.

Healthy Bodies, Healthy Minds, p. 10

- Discuss some of the activities shown on page 10.
- Discuss other activities that may be beneficial for us to stay healthy. Ask student to share their favorite outdoor activity.
- Discuss healthy foods that students can eat.
- You may also want to refer to the activity found under Kindergarten.

Grade 2

Manners Count, p. 8

- Discuss manners with the students and the importance of being polite and courteous, showing respect, and treating others as you would like to be treated.
- Brainstorm a list of about fifteen examples of basic manners on the board and discuss each of them briefly.
- If time allows, divide the class into pairs and have each pair choose a manner from the list on the board. Have each pair of students act out the polite behavior or manner while the students in the audience will guess which manner they are depicting.

Bullying, p. 8

- Share with students that bullying is defined by 3 parts, which include:
 - 1) Imbalance of Power
 - 2) Bullying is repeated
 - 3) Bullying is intentional – they do it just to be mean
- As a class, talk about what students can do if they are being bullied or if they see someone else being bullied.

“Bullying and Harassment” Handout for Parents

Healthy Bodies, Healthy Minds, p. 9

- Discuss some of the activities mentioned on p. 9. Discuss other activities that may be beneficial for us to stay healthy. Encourage students to name their favorite outdoor activity and how it feels when they are doing their favorite activity.
- Finally, discuss healthy foods that students can eat and healthy snack ideas mentioned on p. 9.

Activity Time, p. 11

Discuss as many jobs as students can think of and write them on the board. Have students write their names vertically on a piece of paper. Using the first letter, help students find a word that describes a positive part of his or her personality. For example:

A- Always helpful

M-Makes the bed

A-Attends school

N-Nice to others

D-Doesn't push

A-Adores kittens

If time allows, have students volunteer to share.

Grade 3

ISTEP+ Preparation, pp. 6 - 7

- Explain that ISTEP+ is a test that all students in Indiana start taking beginning their 3rd grade year.
- Let them know that this is a test that they will take once a school year with the purpose being for teachers and principals to understand if students are learning what they need to learn.
- Have students complete the sample questions on page 7. Check answers and discuss. Explain that similar questions will be found on the ISTEP test.
- Discuss these helpful tips:
 1. Eat a good breakfast
 2. Get a good night's sleep
 3. Relax
 4. Read carefully
 5. Use time wisely
 6. Check answers
 7. Mark bubbles carefully
 8. Wear comfortable clothes
 9. Think positively
 10. Trust your instincts
 11. Take deep breaths
 12. Hang in there!
 13. Most importantly, just do your best!

Communication 101, p. 8

Encourage students to go home and discuss their day with their parents. Example topics found on page 8.

Manners Count, p. 11

- Discuss manners with the students and the importance of being polite and courteous, showing respect, and treating others as you would like to be treated.
- Brainstorm a list of about fifteen examples of basic manners on the board and discuss each of them briefly.
- If time allows, divide the class into pairs and have each pair choose a manner from the list on the board and keep it a secret. Have each pair of students act out the polite behavior or manner while the students in the audience guess which manner they are depicting.

Bullying, p. 11

Share with students that bullying is defined by 3 parts, which include:

- 4) Imbalance of Power
- 5) Bullying is repeated
- 6) Bullying is intentional – they do it just to be mean

As a class, talk about what students can do if they are being bullied or if they see someone else being bullied.

“Bullying and Harassment” Handout for Parents

Healthy Bodies, Healthy Minds, pp. 12 - 13

- Discuss some of the activities mentioned on p. 12. Discuss other activities that may be beneficial for us to stay healthy.
- Encourage students to write at least 5 things they like to do when they are not at school and how it feels when they are doing their favorite 5 activities.
- Before having an oral discussion on what they like to do when they are not in school, the presenter will give an overview of why it is important to have a healthy balance between work and leisure activities. The presenter will use school as the students work/job.
 1. When you get enough rest, you do better in school.
 2. When you have healthy fun you release stress and relax
 3. When you spend time with you family and friends you develop good social skills.
 4. When you are involved in community activities you keep the community healthy and you develop a good attitude toward helping others.
- Finally, discuss healthy foods that students can eat and healthy snack ideas mentioned on p. 13.

Fun Stuff for Kids, p. 15

Discuss as many jobs as students can think of and write them on the board. Have students write their names vertically on a piece of paper. Using the first letter, help students find a word that describes a positive part of his or her personality. For example:

A- Always helpful

M-Makes the bed

A-Attends school

N-Nice to others

D-Doesn't push

A-Adores kittens

If time allows, have students volunteer to share.

Grades 4 & 5

6 Tips for School Success, p. 3

- Discuss the importance of attending school, getting organized, completing homework, asking for help, working hard, and knowing how to go to college.
- Have students brainstorm their definition of organization.
- Ask students to list areas where they feel they are organized and areas that need organization.
- Discuss the importance of having a planner or student handbook to write down daily assignments.
- Ask students to brainstorm ways to keep folders organized (suggest color coding, locker clean outs if applicable, etc).
- Discuss homework strategies including:
 - Study in a quiet area
 - Figure out what works for you
 - Study in a well lit area
 - Study in a place where you won't be distracted
 - Prioritize assignments
 - Ask for help
- Discuss the importance of getting involved in a club, sport, or other extracurricular activity.
- Stress the importance of paying attention in class and getting plenty of sleep.

ISTEP+ Preparation, pp. 4 - 5

- Explain that ISTEP is taken each year to make sure students are on track academically and it is also a way for teachers to check on what they are spending enough time on in class and what they may need to spend more time teaching.
- Have students complete the sample questions on page 5. Check answers and discuss. Explain that similar questions will be found on the ISTEP test.
- Discuss test taking tips (found under grade 3).

Time Capsule, p. 9

Encourage students to brainstorm about what they want to do in the future. Have students complete the lesson found on p. 9. Encourage them to share with classmates. Finally, ask students to write down one goal (could be academic or personal) for the school year.

Be a Career Explorer, p. 10

Discuss the activity found on p. 10. Encourage students to take this activity home and complete with their parents. This could be assigned as homework and/or students could be asked to share with the class.

Grade 6

6 Tips for School Success, p. 3

- Discuss the importance of attending school, getting organized, completing homework, asking for help, working hard, and knowing how to go to college.
- Have students brainstorm their definition of organization.
- Ask students to list areas where they feel they are organized and areas that need organization.
- Discuss the importance of having a planner or student handbook to write down daily assignments.
- Ask students to brainstorm ways to keep folders organized (suggest color coding, locker clean outs if applicable, etc).
- Discuss homework strategies including:
 - Study in a quiet area
 - Figure out what works for you
 - Study in a well lit area
 - Study in a place where you won't be distracted
 - Prioritize assignments
 - Ask for help
- Discuss the importance of getting involved in a club, sport, or other extracurricular activity.
- Stress the importance of paying attention in class and getting plenty of sleep.

ISTEP+ Preparation, pp. 4 - 5

- Discuss the importance of the ISTEP exam and taking it seriously.
- Have students complete the sample questions on page 5. Check answers and discuss. Explain that similar questions will be found on the ISTEP test.
- Discuss test taking tips on page 4.

Career Party, p. 9

- Complete and discuss the activity found on page 9 either in small groups or as a class. To make the activity more interactive, designate corners of the room according to each group at the party. Then have students actually go to the area that fits them best.
- Discuss the different groups of mock friends and how students would choose which group to befriend.
- Acknowledge that they may want to consider exploring careers in these areas.

Be a Career Explorer, p. 10

Discuss the activity found on p. 10. Encourage students to take this activity home and complete with their parents. This may be assigned as homework and/or be shared with the class.

Say Bye to Bullies, p. 11

Discuss behaviors oftentimes associated with bullying. Ask students to brainstorm ways to handle bullying. Some examples might include: telling a trusted adult, ignoring the bully, telling the bully to stop. Also discuss the importance and role of bystanders.

Grade 7

Tips to 'Get it Together' in 7th Grade, p. 3

- Discuss the importance of attending school, getting organized, completing homework, asking for help, working hard, and knowing how to go to college.
- Have students brainstorm their definition of organization.
- Ask students to list areas where they feel they are organized and areas that need organization.
- Discuss the importance of having a planner or student handbook to write down daily assignments.
- Ask students to brainstorm ways to keep folders organized (suggest color coding, locker clean outs if applicable, etc).
- Discuss homework strategies including:
 - Study in a quiet area
 - Figure out what works for you
 - Study in a well lit area
 - Study in a place where you won't be distracted
 - Prioritize assignments
 - Ask for help
- Discuss the importance of getting involved in a club, sport, or other extracurricular activity.
- Stress the importance of paying attention in class and getting plenty of sleep.

Find your Learning Style, p. 5

- Explain to the students that everyone is unique, not only in outward appearance and personality, but also in the way that we learn. Finding their own unique "learning style" can help them do better in school.
- Have students complete the Learning Styles quiz found on page 5. Discuss the results on page 6.
- Have students write or remember their top learning style.

Core 40, pp. 7-9

Explain to students that while they will have many options when selecting their high school schedule, there are also certain requirements they must take in order to graduate from high school with a diploma.

Go over the course and credit requirements found on page 7. For additional information, refer to: www.learnmoreindiana.org or the Indiana Diploma Requirements at

www.doe.state.in.us/core40/diploma_requirements.html

ISTEP+ Preparation, pp. 10 - 11

Discuss the importance of the ISTEP+ exam and taking it seriously.
Go through the test taking tips on p. 11.

7 Ways to Learn about Careers, p. 12

If resources allow, have students individually (or using one computer and overhead) surf the Learn More Indiana website for career interest inventories (www.learnmoreindiana.org)

- Discuss the information found on pp. 12-15. Give students some dates and locations for regional college fairs in your area (www.learnmoreindiana.org)
- On page 15, introduce the 21st Century Scholars program and if possible, have applications available for students and/or parents. Stress that 8th grade is the final year for which they can apply for this program.
- Discuss additional ways to earn money for college such as:
 - Scholarships
 - See your high school guidance counselor for more information
 - Books at the library
 - Look on the website of the college you will be attending
 - Local businesses and organizations
 - School scholarships – such as Dollars for Scholars
 - Academic, athletic, or a specific major
 - Joining the armed forces
 - Loans – see www.salliemae.com
 - Apprenticeships and internships
 - Being a residence hall counselor or teacher assistant – (Typically these pay for your tuition and a stipend. In the case of a residence hall counselor – living expenses, tuition, and a monthly stipend! You can practically walk away from college without any student loans!)
- Stress that there are many ways to pay for college and that everyone can go! Show them or have them explore www.knowhow2goindiana.org
- Finally, emphasize the importance of talking to parents, teachers, and school counselors about college and how to get there!

Surf Safely, p. 18

- Discuss the 'surfing safe' tips found on page 18.

- For additional information, presentations, and classroom activities related to internet safety:
<http://www.netsmartz.org/resources/activitycards.htm#k2>

Grade 8

5 Fast Fixes for School Success, p. 3

- Discuss the importance of attending school, getting organized, completing homework, asking for help, working hard, and knowing how to go to college.
- Have students brainstorm their definition of organization.
 - Ask students to list areas where they feel they are organized and areas that need organization.
 - Discuss the importance of having a planner or student handbook to write down daily assignments.
 - Ask students to brainstorm ways to keep folders organized (suggest color coding, locker clean outs if applicable).
- Discuss homework strategies including:
 - Study in a quiet area
 - Figure out what works for you
 - Study in a well lit area
 - Study in a place where you won't be distracted
 - Prioritize assignments
 - Ask for help
- Inform them of the toll-free Homework Hotline mentioned on page 4.
- Discuss the importance of getting involved in a club, sport, or other extracurricular activity.
- Stress the importance of paying attention in class and getting plenty of sleep.

Planning Ahead – Career and Course Planner, p. 5

- Have students read through the 8th grade checklist on page 5.
- If students have not done so already, encourage them to log onto the Drive of Your Life website at www.driveofyourlife.com
- Inform students of important upcoming dates such as 8th grade student and parent orientation, 21st Century Scholars meetings, high school scheduling dates, etc. Encourage them to write these dates in their planners.

Core 40, pp. 6 - 8

Explain to students that while they will have many options when selecting their high school schedule, there are also certain required classes they must take in order to graduate from high school with a diploma. Go over the course and credit requirements found on page 7.

For additional information, refer to: www.learnmoreindiana.org and the Indiana Diploma Requirements at www.doe.state.in.us/core40/diploma_requirements.html

ISTEP+ Preparation, p. 9

Discuss the importance of the ISTEP+ exam and taking it seriously. Go through the test taking tips on page 9.

Career Clueless, p. 10 - 11

- Ask students to first think about careers that they find interesting. Have them write any possible careers they are thinking about on a piece of paper.
- Then, have students complete the Career Clueless Inventory on page 10 and find their career code.
- Next, ask students to share their career code with you and whether or not it matched up with some of the careers they found interesting prior to taking the inventory.
- If time allows, have students investigate their career codes more at www.learnmoreindiana.org.
- Finally, encourage the students to talk to their school counselor and parents about their career interests.

Thinking about College? p. 12

If resources allow, have students individually (or using one computer and overhead) surf the Learn More Indiana website for career interest inventories (www.learnmoreindiana.org)

- Discuss the information found on pp. 12-15. Give students some dates and locations for regional college fairs in your area (www.learnmoreindiana.org)
- On page 15, introduce the 21st Century Scholars program and if possible, have applications available for students and/or parents. Stress that 8th grade is the final year for which they can apply for this program.
- Discuss additional ways to earn money for college such as:
 - Scholarships
 - See your high school guidance counselor for more information
 - Books at the library
 - Look on the website of the college you will be attending
 - Local businesses and organizations
 - School scholarships – such as Dollars for Scholars
 - Academic, athletic, or a specific major
 - Joining the armed forces
 - Loans – see www.salliemae.com
 - Apprenticeships and internships

- Being a residence hall counselor or teacher assistant – (Typically these pay for your tuition and a stipend. In the case of a residence hall counselor – living expenses, tuition, and a monthly stipend! You can practically walk away from college without any student loans!)
- Stress that there are many ways to pay for college and that everyone can go! Show them or have them explore www.knowhow2goindiana.org
- Finally, emphasize the importance of talking to parents, teachers, and school counselors about college and how to get there!

Surf Safely, p. 15

- Discuss the tips found on p. 15.
- For additional information, presentations, and classroom activities related to internet safety go to: <http://www.netsmartz.org/resources/activitycards.htm#k2>

Grade 9

Freshman Differences, pp. 3 - 4

Before handing out the 9th Grade OnTrack magazine, ask students to tell you what they've discovered is different about high school. List these on the board or an overhead. Some may recognize no differences – others may see many differences. List them all.

If not mentioned, add these words to the list and discuss with the students:

- Credits – In high school you need a certain number of credits to graduate. How many credits are required to graduate from our high school?
- Expectations – High school teachers expect that you will begin to take more responsibility for getting your homework done and for showing up to class prepared and on time. They might not always remind you to do this.
- Homework – You'll probably have more homework in high school – which means you definitely need to be organized. You may also have to ask for help (which is not a bad thing to do).

Add additional words if you wish. Distribute the 9th Grade On Track and have students read pages 3 and 4.

Push Yourself, pp. 6 - 7

Have students complete the following quiz. You can read the questions to them and have them write down the answers individually, copy and print the questions as a handout, or complete the quiz as a group:

1. Why is Core 40 called Core 40? (It's the list of the 40 credits every student must earn to graduate in Indiana – in addition to any local credit requirements your school has).
2. Why are electives important? (They give you a chance to explore different areas of interest – that might connect with a future career).
3. What are some of the advanced courses called at our school? (Honors, Advanced Placement, dual credit, International Baccalaureate, etc. Discuss these if students don't know what they are).
4. What two Advanced or Honors diplomas are offered in Indiana? (Core 40 with Academic Honors and Core 40 with Technical Honors).
5. Why does everyone want you to take "rigorous" courses in high school? (Getting a good-paying job and getting into college both require students to be able to solve problems and tackle tough problems. Even if you don't think you're going to college – it's not fair if some students are prepared and some aren't).

Tell students to turn to pages 6 and 7 in the 9th Grade OnTrack magazine. Allow students to read more about the different diplomas and encourage them to ask questions.

If time allows...have students turn to page 18 and read through the ways that they can ask for more help. Explain the role of the school counselor in helping all students succeed.

Tests, Tests and More Tests, p. 8

- Pick out a student in the class and tell them to imagine that they have a million dollars, right now, wadded up in their pocket (that's a big pocket!). The student's job is to give it away to someone in class who can wiggle their ears.
- Ask the student how he or she is going to know which student(s) to give the money to? Can they trust those who say they can do it? Or do they need some kind of proof, some demonstration?
- Have the student use his or her method to find out who can wiggle their ears.
- Explain that the student needed some sort of evidence, some proof, about who can wiggle their ears. The same is true about all of the tests they take. The ISTEP+ and GQE are designed to find out who can do math and English – and who needs some more help.
- Have students turn to page 8. Discuss the GQE test and the fact that it is a graduation requirement. (Some tips for test day are located on page 10).
- Explain that additional assessments are needed if they plan to go to college – including the SAT and/or ACT. On page 9, explain the PLAN, PSAT and WorkKeys and when students would take each.

Find the Right Fit, p. 12

Ask for a show of hands on the following questions:

- How many of you, in the future, want a job where you can make a lot of money?
- How many of you, in the future, want a job that you love and enjoy?
- Is it possible to do both?

Explain that it's possible for students to do BOTH – but it will require additional education and training AFTER high school. Ask:

- How many of you are thinking about college?
- What are some other options, besides college, that are available to you? Write these on the board or overhead.

If students don't mention these – add Apprenticeships, Military, One year certification programs, Two-year colleges, and any other options. Explain that all of these are ways to get additional training or education after high school.

Have students turn to page 12 and read through the various options. Discuss.

Grade 10

Learn More, Earn More, p. 14

- For fun, start your lesson by asking if any student would like a million dollars. Tell them you have information that can help them make a million dollars more than someone who doesn't have this information.
- Tell them that first, they need to know some basic terms. Ask students if they can explain:
 - What an Associate Degree is?
 - Bachelor's Degree?
 - Master's Degree?
 - Doctorate or Professional Degree?
 - How about an Apprenticeship?
- Allow for differences of opinion. Then, give students the 10th Grade On Track magazine and have them turn to page 14.
- Have them look at the black box on the bottom right hand side. Who got all of the answers right?
- Then, tell students to look at the two bar graphs and ask:
 - Who can tell me how much, on average, a person with a bachelor's degree makes over the course of a lifetime? (answer: \$2.5 million)
 - How much more is that than a person who drops out of high school?
 - Discuss the differences in having a degree versus dropping out of school.

Know How 2 Go, p. 4

- If you're able to do so – take your 10th graders into a computer lab and distribute the 10th Grade On Track magazines.
- Have students turn to page 4 and ask:
 - How many are planning to go to college?
 - How many know exactly what they need to get admitted to college?
 - Have any of you heard of Know How 2 Go (in the orange box).
- Have students go to the Know How 2 Go website at www.knowhow2goindiana.org and click on "10th Grade" at the top of the page.
- Walk students through the four steps; Push Yourself, Find the Right Fit, Put Your Hands on Some Cash, and Be a Pain. Each step is explained on the website.
- If students tell you they aren't planning to go to college – have them turn to page 12 and explore the Apprenticeship and Military websites
- If additional time is available, follow this with the next activity.

Pushing Yourself, pp. 8 - 9

- Ask if there is a student in the room who wants to become a doctor or a nurse (usually, there is someone in the room who will want to be a doctor or nurse).
- Ask students to imagine that a few years down the road they need to go to the hospital and they find out that this student (the future doctor or nurse) is going to give them life saving medicine. Ask – would you trust this person? What sort of proof would you want that they are qualified to give you this medicine? Try to convey the idea that some sort of verification (e.g. a license or a degree or a certification) is usually needed before someone is trusted.
- Explain that colleges and employers also want some sort of proof that students are ready to succeed in college or are ready for work.
- Ask students –
 - Why do you need to take the GQE? (to prove that you have basic math and English knowledge and skills)
 - Why do you need a high school diploma (to prove to colleges and employers that you graduated)
 - Why do you need a high school transcript (to let colleges or employers what courses you have completed).
 - What other tests can help you prove that you're ready for college or work?
- Have students turn to page 8 of the 10th Grade On Track and briefly go through the GQE information.
- On page 9, explain the PSAT and the PLAN. Explain that WorkKeys is another, newer assessment that helps students prepare for careers and college.
- Explain to students how they can register for the PSAT, PLAN or WorkKeys at your school.

The 10th Grade Checklist, p. 19

This is a good activity if you have time for only one class period with 10th graders.

- Draw a large circle on the chalkboard or overhead. Ask students to tell you what it is. (it's a clock – but don't tell students that yet).
- Draw hands on the clock representing 10:15 or 10:30 – but don't add any numbers. Ask again, what it is.
- Start adding numbers to the clock beginning at 1:00. As students say "it's a clock" ask them what time it is...and what the time represents. Say that most students are required to be in school for 12 years – and right now – they're in the middle of their 10th grade year – and pretty soon – they will be graduating (the message is that it's time to start thinking seriously about their future).

- Ask students to help you put together a checklist of what they need to be doing between now and graduation. As they give you ideas, write these on the board or overhead.
- When they are through giving out ideas, tell students to turn to page 19 of the 10th Grade On Track magazine.
- Read through each item of the checklist and ask students to check them off as they go. For those items that they can't check off – have them circle the box so they know that this is something they need to do.
- If your students use the “Career and Course Planner” – distribute the planners and have students update the checklist on the back.

Grade 11

What's Next After High School? p. 10

Give students a couple of minutes to read page 10 only. While they're reading, put these words & numbers on an overhead or on the chalk/white board:

- 90%
- 4 years
- 2 years
- 40 (or the number of credits required for graduation at your high school)
- \$50 billion
- FAFSA

When students are finished reading...ask them if they remember some of the key points from page 10. Then read each of the words or numbers above and ask them to complete (e.g. "90% is?.....")

- 90% = the percentage of fastest growing jobs that require MORE education after high school
- 4 years = a bachelors degree in college
- 2 years = an associates degree in college
- 40 (or your local credit requirement) = the number of credits required to graduate from high school
- \$50 billion = the total number of financial aid provided just to Indiana students
- FAFSA = the Free Application for Federal Student Aid – the form required for receiving any federal or state aid

Ask - "How many of you are planning to go to college? Where? What major?"

Ask - "What other options are available besides college?"

Explain that no matter what they're planning to do after high school, the higher paying jobs will require more education and training BEYOND high school graduation.

Are You Really Ready? p. 11

- Ask for a show of hands – "How many of you feel you're basically taking the courses and doing the things you need to get to college?"
- Have students take the "Take 5 Quiz" on page 11 to see if they're ready for the "next step." After they complete the questions, have them add up the number of A and B answers and then check their results on page 12.
 - Ask – "Who received a green light?" Discuss.
 - Ask – "What do you think about the quiz and the results? – Is it accurate?"
 - Ask – "What if it IS accurate? What do you need to do differently?"

- Explain that there are specific steps that every student must complete in order to be prepared for college and to succeed in college.
- If more time... ask students to take a moment to write down some of their thoughts about their future on page 14. Ask if anyone wishes to share any of their future plans or goals. (Or, have students tear this page out and have it saved in their student portfolio or career plan.)

Planning for College, pp. 16-33

Begin with, "There are at least six steps in order to plan for college...and we're going to talk about the first three."

Step 1 – Explore – Page 17

- Have students read through pages 17-19, or
- Have students pull out the Indiana college map on page 4 and discuss, or
- Have students complete a college search at:
 - www.learnmoreindiana.com – "Choosing Colleges", or
 - www.triptocollege.org , or
 - www.collegeboard.com – "College Matchmaker"

Step 2 – Make High School Count – Page 20

- Ask – "What are the top three things colleges look for on your high school transcript?" List responses on the board or overhead. Then list these three:
 - Transcripts – and the rigor of your high school courses
 - Your grades/GPA and grade trends
 - Your SAT and/or ACT scores
- Ask – "What's on YOUR transcript? Have your grades improved since 9th grade or have they gone down (a definite red flag)."

Step 3 – Testing – Page 24

- Ask – "How many of you have taken the PSAT or PLAN? How many have taken the SAT or ACT?"
 - Explain that both the SAT & ACT are accepted by most colleges.
 - Explain how students register for the SAT or ACT at your school. Addresses to register for both are on page 25 "The Best Prep."
 - Explain the importance of taking the PSAT or PLAN in the fall of the junior year and the SAT or ACT in the spring semester of their junior year.
- Have students look at the side-by-side comparisons of the SAT and ACT on page 24 and the "Get the Facts" bullets on page 25.

Preparing for a Hot Career, pp. 40 - 43

- Ask – “What Jobs are MOST in demand in Indiana AND PAY the MOST money?” Allow students to guess and write their answers on an overhead or board.
- Tell students to turn to page 40 and see the answer. Registered nurses have the BEST COMBINATION of highest number of openings (High Demand) and a High Wage.
- Were any of their predictions accurate?
- Ask – “Why aren’t surgeons listed in the number one spot?”
- Ask – “What do the top 9 Hot Jobs have in common?” The answer is they all required a least an Associates Degree. If they’re interested in Associate’s Degrees or Two-Year Colleges – have them read more on pages 58-60.
- Tell students they can read about the rest of the 50 Hoosier Hot Jobs on pages 42-43. Have students circle or put a star by careers that might interest them. Profiles of students in Hot Jobs begin on page 62.

If more time...continue this activity with the career exploration activity below.

Grade 12

College Applications, pp. 26 - 27

- Explain how students can get college applications at your school (online or paper versions)
- Have students read through the tips on page 26 and 27 about applying for college.
- Encourage students to register, online for the e-Transcript (it's recommended students do this in the Junior year). See the top of page 27 for more details.

College Visits, p. 28

- Ask – “How many of you would buy a car without ever knowing what it looks like?” Someone will undoubtedly say, “I would” – so then ask – “How much would you pay for it?”
- Follow up by mentioning that four years of a public college education costs between \$50,000 and \$200,000 – but some students pick a college without ever visiting a college campus!
- Encourage students to visit college campuses this year (as juniors) during breaks or in the summer. Lists of Indiana colleges & universities begin on page 70.
- Encourage students to attend your local college fair (a list of statewide college fairs is on www.learnmoreindiana.org) or to meet with college reps who visit your school.
- Say – “See page 30 for some good questions to ask on your college visit.”
- Students can take a quiz to find out what college fits them best on page 57.

Finding the Dough to Go, p. 32

- Ask students to write down on a piece of paper how much they estimate it costs to get a bachelors degree from a public college or university in Indiana. Then, once students have written a number down, as a student or two to come up front and do the math.
 - Ask how much it costs to attend a public college or university in Indiana for one year (approximately \$13,000 – \$16,000 including tuition and room & board).
 - Now ask students to multiply that number by 4 and write down the result on the board.
 - Next, ask students to multiply the number by 6 (Why? The majority of students attending college earn a bachelors degree in six years). Write that number on the board.

- Ask students to compare the cost to the estimate they wrote down. Is their estimate larger or smaller? How do students plan to pay for college.
- Explain that there are three basic ways to pay for college:
 1. Scholarships and Grants (also known as Free Money). Explain how students get scholarships and who qualifies for grants. This is a good place to explain the difference between merit-based and need-based financial aid.
 2. Loans (also called Borrowed Money). The least expensive loans often come from the government – and require students to fill out the FAFSA.
 3. Earned Money. Some students work jobs during the summer to pay for college – or work while they are in college.
- Have students read through pages 35 and 36 for more about these three options. Pages 50 and 51 also offer more information about state and federal scholarships and grants.

What If You Don't Know What You Want to Do? pp 66 - 68

- Ask – “What is the NUMBER ONE college major in Indiana?” – Answer - “Undecided.” That’s because many high school juniors and seniors really don’t know what career fits them best.
- Tell students they can do several things to explore careers:
 - Turn to page 66 and read about how internships, volunteering and other experiences can help you explore careers.
 - Use page 68 to record experiences you’ve already had. Sometimes these point to careers that might interest you.
- Have students choose and complete an online career interest inventory at www.learnmoreindiana.org